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ABSTRACT

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Pottsville Free Public Library conducted a project that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, other technology, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000 people. Tutoring was done one-on-one, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served 156 adult learners, and provided 3,050 hours of direct tutoring service. This report describes activities from October 1992-September 1993 and provides: a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes the contract between the Literacy Council for Schuylkill County, Inc. and Pottsville Free Public Library; the Literacy Council's bibliography of Public Library new reader titles; alphabet coloring book; and animal counting and coloring book. (SWC)

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ED 415 904

Pottsville Free Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.

2. Name and telephone number of persons preparing this report.

3. Grant Number (R167A20378).

4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
_X_ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
_X_ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_X_ Other (describe) Bridge House

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach
_X_ LVA
___ Michigan Method
___ Orton-Gillingham
___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Each adult learner was administered the Slosson Oral Reading Test during the initial interview. The Director went over a goal sheet. The goal sheet was used to develop a lesson plan for each adult learner.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes X no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

X bibliography
___ curriculum guide
___ training manual
X public relations audiovisual
___ training audiovisual
X recruitment brochure
___ resource directory
___ evaluation report
___ survey
X newsletter(s)
X other (describe)
Counting Bear Coloring Book
Animal Alphabet Coloring Book

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 156
Of those served, how many received direct tutoring service? 156
How many hours of direct tutoring service did they receive? 3050
How many new volunteer tutors were trained? 23
How many current volunteer tutors received additional training? 40
How many volunteer tutors (total) were involved? 140
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 20
How many trainers of tutors were trained? 3

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

POTTSVILLE · FREE · PUBLIC · LIBRARY · 1911

THIRD AND MARKET STREETS : PENNSYLVANIA

PHONE 717-622-8880
FAX 717-622-2157

Final Financial Status and Performance Report

Part 1: General Information

1. Pottsville Free Public Library
   Third & West Market Streets
   Pottsville, Pa. 17901

2. Nancy J. Smink
   (717) 622-8880
   Wendy Bridal
   (717) 622-1995

3. Grant Number: R167A20378

4. Grant Amount: $25,199

5. Amount Expended: $24,146 LSCA Title VI

Part III: Narrative Report

1. A comparsion of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting; including unspent funds. Explain why established goals and objectives were not met, if applicable.

Objective 1

Increase student participation by 30% through the development of additional promotional materials.

Accomplishment:

At the beginning of the project on October 1, 1992, the total student enrollment was 105. At the end of the project on September 30, 1993, the total student enrollment was 156. 51 adult learners entered the program during the course of the grant. A 48% increase in enrollment was experienced; the project proposal targeted a 30% increase for this objective to be successfully achieved.

Objective 2

Recruit and train 30 volunteer tutors.

Accomplishment:

An organized advertising campaign, consisting of newspaper ads, radio spots, public speaking engagements and printed brochures, was carried out to recruit tutors. Two tutor training workshops were conducted during the grant period. The Literacy Council mailed out 84 packets of material to people who had requested information on literacy and tutoring. 23 completed the tutor training and became certified tutors. The Literacy Council now feels that recruiting 30 new tutors during the course of the grant may have been unrealistic. The Director has discussed this situation with other collegues across the state and has discovered that enrollment for the new volunteers decreases in well established program. It also became difficult to gain new volunteers in an area such

as Schuylkill County that does not have a constant infusion of new residents. The Director interviewed all potential volunteers before the workshop to screen only those people who were sincerely interested in making the committment.

Objective 3

Retain 70% of existing tutors and students.

Accomplishment:

A telephone survey was conducted with all program participants at the start of the grant period. The survey questioned tutors and students about what the Council could do to improve services. The survey determined a need for: (1) more in-service training for tutors; (2) more high-interest, low-level readers for adult learners/ Two tutor conferences were conducted during the grant period. 75 new titles were purchased for adult learners and stocked in all fourteen libraries plus the county jail.

At the beginning of the grant on October 1, 1992 the total student enrollment was 105. At the close of the grant on September 30, 1993, 75 of the original adult learners were still enrolled for literacy services. The Literacy Council met this objective by retaining 71% of those students enrolled at the beginning of the program.

Revisions

During the interim of when the application had been submitted and the grant had been approved, the Library received a monitor and videocassette player from another source; thereby no longer requiring that they be purchased through the grant. As a result, a budget revision was prepared and approved to purchase closed captioned decoders for use by students and their tutors when using videos as part of the instructional process.

Objective 4

Update collections of literacy materials in area public libraries for the newly literate readers.

Accomplishment:

75 titles were purchased for high interest, low-level readers and were stocked in all 14 local libraries and the county jail. A bibliography was designed listing each title, reading level and a brief narrative about the publication. All program participants were surveyed at the end of the grant to see if they had used the new materials. Of the 156 adult learners in the program, 80 had checked our at least one title.

Unexpended Funds:

Initial delay of 2 months in the receipt of funds eventually resulted in $1,053 of the grant not being spent. Advertising, interviewing and hiring a field coordinator could not take place until final approval, establishment of an account and receipt of funds occurred. Problems in reaching the appropriate person and receiving the necessary information created problems and required several telephone calls before it was resolved. A few weeks after receiving a congratulatory telephone call from my Senator, I called the program officer to inquire about the non-receipt of an official notification. After this call, the official notification of the award was received. At the end of August 1992 when no additional information had been received I placed another call. At this time I learned the grant was recommended for funding pending further explanation of project implementation and that the contact person assigned to this project was no longer available. After several more phone calls, correspondence and faxes, the funding was released. As a result of this delay, however, the field coordinator was not able to begin working until January 4, 1993 and 3 months time and salary costs were lost. A budget revision for this unspent salary money was not requested in August because of the

extremely long time it had taken to have my first budget revision request approved. After talking with the program coordinator at the end of March 1993 regarding the proposed revision and following the instructions I had been given, a letter dated 3/26/93 was sent to the grants specialist. Only after several more telephone calls did I receive approval on 8/12/93 for my budget revision request. The experience of waiting almost 5 month for approval for a budget revision deterred me from submitting another budget revision request for the unexpended salary money. Since the grant terminated 9/30/93, I felt there was insufficient time available to receive approval for another revision request.

2. Provide a comparison between proposed and actual expenditures by budget category, ie. personnel, travel, materials, etc..

BUDGET BY CATEGORY
EXPENDITURES

		Proposed	Actual
A.	Salary and Wages	$12,480	$11,816
B.	Fringe Benefits	$ 1,176	$ 778
C.	Travel	$ -0-	$ -0-
D.	Equipment	$ 1,000	$ 1,000
E.	Supplies	$ 600	$ 600
F.	Contractual Services	$ 3,500	$ 3,500
G.	Library Materials	$ 6,243	$ 6,243
H.	Other	$ 200	200
I.	Total Direct Charges (add lines A-H)	$25,199	$24,146
J.	Unexpended		$ 1,053

3. Provide, as appropriate, specific details as to the activities undertaken - eg., if library materials were acquired, describe the kind of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe

the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

Objective 1

Increase student participation by 30% through the development of additional promotional materials.

Means of Achieving Objective

1. The Pottsville Library contracted with the Literacy Council for Schuylkill County, Inc. to carry out the activities outlined under each of the four objectives. A copy of the contract is enclosed. (See attachment 1)

2. A part-time field coordinator was employed from January 4, 1993 to September 30, 1993, to carry out the objectives of the grant.

3. An advertising schedule of bi-monthly radio ads was developed to encourage adult learners to enroll in the program. The ads ran March, May, and July.

4. A "Counting Bear" book of basic counting numbers and an "Animal Alphabet" book of letters were designed. These books were distributed to area pediatrician's offices, hospital emergency waiting rooms, daycare's, headstart and children's libraries.

5. Thirteen programs were presented to area social service providers and clubs about the Council's literacy services.

6. A luncheon meeting was hosted for thirty members of the Association of Schuylkill County Services on how to refer clients for literacy services.

7. A television commercial was designed by the field coordinator and aired free of charge from March through September.

8. Two billboards were rented utilizing design that low level readers could understand.

9. Files were kept on all adult learners. Documenation included personal goal sheets, writing samples, check ups, calendars and monthly logs listing all phone calls and visits with each adult learner. The following breakdown lists how all students were referred to the program: 30 percent came from social services agencies; 25 percent were referred from billboards; 8 percent from radio ads; 5 percent from brochures; and 12 percent from contact with other adult learners.

Objective 2

Recruit and train 30 volunteer tutors.

Means of Achieving Objective.

1. Press release and paid ads were created to run in the local newspaper. These ran on the alternate months that radio ads were not scheduled.

2. Two new brochures were designed based on ideas submitted by area children who participated in a design an ad contest sponsored by a local newspaper. These brochures were distributed at area businesses, schools, meetings, libraries and public events.

3. A tutor directory was established at the start of the grant and periodically updated. People on this list were sent information on tutor training.

4. All potential tutors received an information packet one month prior to the workshop. Each individual was interviewed by the Executive Director before being registered for the workshop.

5. Tutor training workshops were held in June and September. 23 individuals became certified volunteer tutors.

Objective 3

Retain 70% of existing tutors and students.

Means of Achieving Objective.

1. The results of a telephone survey conducted by the field coordinator indicated that tutors preferred Saturday mornings for in-service training and would like to select sessions from a carousel format. The following conferences were held at the Schuylkill County Council for the Arts.

a) The first tutor conference was held on March 6, 1993. Tutors selected two of the following four presentations: (1) "A Guide For Teaching Life Skills;" (2) "How to Increase the Self Esteem of Female Adult Learners;" (3) "The GED: What Is It and How to Prepare for It;" (4) "How to Help Your Student Use the Public Library". The library presentation was a field trip to the Pottsville Free Public Library. Eighteen tutors attended.

b) The second conference was held on June 12, 1993. Tutors selected two from the following four presentations: (1) "How to Use the Challenger Series;" (2) Creative Writing: After a Fashion;" (3) "Tutoring - The Ultimate Volunteer Experience;" (4) "The Computer As A Teaching Tool." The computer session was conducted at the Pottsville Free Public Library. Twenty tutors attended.

2. Four closed captioned decoders were purchased for tutors and their students to use at the Library as a means of reinforcing the spoken and printed word and provided an additional tool for the tutors to use with their students.

3. All student and tutor matches were contacted by telephone on a monthly basic to check progress. The Executive Director visited all tutors and students at least once during the grant period. Files were maintained on all program participants.

Objective 4

Update collections of literacy materials in area public libraries for the newly literate readers.

Means of Achieving Objective.

1. 75 high interest low level readers were ordered for all fourteen local libraries plus the county jail.

2. The field coordinator personally delivered all titles to each location and reviewed all titles with the library staff. This process involved driving over sixty miles to cover each library.

3. A bibliography was prepared listing all titles, the reading level and a short description. Over 500 copies of the bibliography were distributed at tutor conferences, public libraries and are available at the office.

4. All students were surveyed at the end of the grant to see if they had utilized the new materials. Of the 156 students, 80 had obtained library cards and had checked out at least one title.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

While the library contracted out to the Literacy Council for Schuylkill County, Inc. to carry out the objectives and activities proposed in the grant, the contract was very detailed and specific (See Attachment 1) and was closely monitored by the library. Monthly written progress reports were submitted to and reviewed by the library; meetings and telephone conversations between the library and contractor also occurred through the grant year. In addition, the library took part in the interviewing for the field coordinator position, reviewed and approved for purchase all library materials added through the project and approved and paid all expenditures for the project.

The library was included as a component of the tutor training programs offered, and library personnel provided the library orientation for tutors at these training sessions.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

The Literacy Council presented programs to the following groups during the project period to explain the purpose and operation of the Council and to promote volunteering to become a tutor.

Shenandoah Rotary Club
Frackville Lions Club
Delta Kappa Gamma (Professional Teaching Sorority)
Pottsville Jaycees
Pottsville Retired Nurses Association
Department of Youth Ministry Children's Retreat
Hosted luncheon meetings for Association of Schuylkill County Services
Pottsville Kiwanis Club
Minersville Women's Club

Lithuanian Women's Club
Tamaqua Area Women's Club
Jerusalem Lutheran Church Woman
Schuylkill County Courthouse Retires

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

Collections of high interest, low level readers were placed in the following 14 public libraries in the county and at the local jail library and bibliographies were distributed to them.

Ashland Public Library
1229 Center Street
Ashland, Pa. 17921-1207

Frackville Free Public Library
56 North Lehigh Avenue
Frackville, Pa. 17931-1424

Mahanoy City Public Library
17-19 West Mahanoy Avenue
Mahanoy City, Pa. 17948-2615

Minersville Free Public Library
134 South Third Street
Minersville, Pa 17954-1645

Orwigsburg Area Free Public Library
132 East Center Square
Orwigsburg, Pa 17961-2978

Port Carbon Free Public Library
111 Pike Street
Port Carbon, Pa. 17965

Ringtown Area Library
132 West Main Street
Ringtown, Pa. 17967-9538

Schuylkill Haven Free Public Library
105 Saint John Street
Schuylkill Haven, Pa. 17972-1708

Shenandoah Area Free Public Library
104 Saint John Street
Shenandoah, Pa. 17976-1708

Tamaqua Public Library
15 West Washington Street
Tamaqua, Pa. 18252-1927

Tower-Porter Library
30 South Railroad Street
Tamaqua, Pa. 18252-1927

Tremont Area Free Public Library
55 Clay Street
Tremont, Pa. 17981-1505

Tri-Valley Free Public Library
669 East Main Street P O Box 6
Hegins, Pa 17938-0006

Schuylkill County Prison
230 Sanderson Street
Pottsville, Pa. 17901

In addition to the libraries listed above, other distribution points for the promotional materials produced under the project include the following:

Pottsville Hospital
420 South Jackson Street
Pottsville, Pa. 17901

Good Samaritan
700 East Norwegian Street
Pottsville, Pa. 17901

Schuylkill Pediatrics
316 Mauch Chunk Street
Pottsville, Pa. 17901

625 West Oak Street
Frackville, Pa. 17931

Ashland Regional Medical Center
Route 61
Ashland, Pa. 17921

Schuylkill County Bridge Housing Program
91 Broad Street
Ashland, Pa. 17921

Big Brothers Big Sisters of Schuylkill County
91 South Progress Avenue
Pottsville, Pa. 17901

Trinity Episcopal Church Pre-School
Center at Howard Avenue
Pottsville, Pa. 17901

Schuylkill Women in Crisis
P.O. Box 96
Pottsville, Pa. 17901

The Children's Libraries of all
14 Local Public Libraries
Previously listed on Question 6

Nicholas Biddle Pre-School

The Growing Years Learning Center
24 North Union Street
Shenandoah, Pa. 17976

The Frackville Learning Center
25 East Spring Street
Frackville, Pa. 17931

Bright Beginnings Nursery School
35 North Ninth Street
Ashland, Pa. 17921

Pine Hill Pre-School
614 Pine Hill Street
Minersville, Pa. 17954

Miners Memorial Hospital
7th Street
Coaldale, Pa. 18218

The Marlin Pre-School
P.O. Box 54
Marlin, Pa. 17951

Saint Matthew's Lutheran Church
Pre-School
23 Dock Street
Sch. Haven, Pa. 17972

Duncott Headstart
RD #2 Box 2232
Pottsville, Pa. 17901

Fountain Springs Headstart
2001 Catherine Street
Fountain Springs, Pa. 17921

Schuylkill Haven Headstart
Rt. 61
Sch Haven, Pa. 17972

701 Mount Hope Avenue
Pottsville, Pa. 17901

Dr. Zafar (pediatrician)
106 South Claude A Lord Blvd
Pottsville, Pa. 17901

The Discovery Day Care
19 Parkway
Schuylkill Haven, Pa. 17972

The Orwigsburg Child Care Center
222 East Market Street
Orwigsburg, Pa. 17961

The Growing Tree Learning Center
215 North Warren Street
Orwigsburg, Pa. 17961

Saint John's Nursery School
732 East Market Street
Orwigsburg, Pa. 17961

The Mahanoy Pre-School
508 West Mahanoy Street
Mahanoy City, Pa. 17948

Economic Opportunity Cabinet
of Schuykilll County Inc.
118 East Norwegian Street
Pottsville, Pa. 17901

Frackville Headstart
Lehigh Avenue
Frackville, Pa. 17931

Tamaqua Headstart
307 Pine Street
Tamaqua, Pa. 18252

Shenandoah Headstart
West & Cherry St.
Shenandoah, Pa. 17976

Mahanoy City Headstart
Mahanoy City, Pa. 17948

Ashland Headstart
Fountain Springs, Pa. 17921

Toddler House
412 West Race Street
Pottsville, Pa. 17901

The Dr. Doo Little Pre-School
RD #1
Ashland, Pa. 17921

7. Describe the impact of the Federal project on the ongoing program of the grantee.

The Federal project helped strengthen and expand the services provided by the Literacy Council and area public libraries by increasing student-tutor enrollments and library usage by new readers. It strengthened the already existing cooperative spirit which exists between the Library and the Literacy Council. The advertising components developed through the grant gave the Literacy council the opportunity to market the

program on a larger, more professional scale. The collection of books for new readers placed in each of the local libraries encouraged adult learners to use the library and become familiar with the services available and expanded knowledge about the library to tutors as well.

LSCA TITLE VI CONTRACT

Made and executed on November 1, 1992 between the Pottsville Free Public Library (hereinafter called the Library) and the Literacy Council for Schuylkill County, Inc. (hereinafter called the Council) under the Library Services and Construction Act Title VI grant provided to the Library by the U.S. Department of Education for the purpose of increasing the enrollment of adult learners, encouraging volunteer tutors, retain existing program participants and increase the availability of materials for new adult readers in Schuylkill County public libraries.

1. The Council will meet the objectives one (1) through four (4) and carry out the action steps provided for in the Library's grant application. These objectives and action steps are as follows:

OBJECTIVE 1: INCREASE STUDENT PARTICIPATION BY 30% THROUGH THE DEVELOPMENT OF ADDITIONAL PROMOTIONAL MATERIALS.

NOVEMBER 1992
1. Advertise in county newspapers for a part-time field coordinator to carry out the objectives of the grant, employment effective January, 1993 to September, 1993.

JANUARY 1993
2. Plan new ideas for promotional materials/ media and the distribution methods to be employed. Prepare copy for paid advertisements. Submit to local radio stations and run every other month for the entire grant period.
3. Design a "Counting Bear" book of basic counting numbers; advertise name, address, and telephone number of the Literacy Council for Schuylkill County, Inc. on the cover. Submit design to printer.
4. Rent two billboards utilizing designs that low-level adult learners can understand.

FEBRUARY 1993
5. Distribute "Counting Bear" book to area pediatrician's offices, hospital emergency waiting rooms, daycares, kindergartens and children's libraries.
6. Contact Schuylkill Child Development and local social service providers to schedule at least two programs per month for the entire grant period about adult literacy services.

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NOVEMBER 1992 SEPTEMBER 1993	7.	Log all information concerning how adult learners are referred to the Literacy Council.

OBJECTIVE 2: RECRUIT AND TRAIN 30 VOLUNTEER TUTORS.

JANUARY 1993	1.	Plan public relations program geared to potential tutors, identifying target audiences (brochures, posters, etc.)
	2.	Submit to printer.
	3.	Prepare copy for public service announcements, press releases, and paid ads to run on the alternate months the radio ads are not scheduled.
FEBRUARY 1993	4.	Submit copy to radio stations and county newspapers.
	5.	Contact service clubs and organizations to present programs about volunteering to tutor.
	6.	Distribute printed materials about volunteering to tutor.
MARCH 1992	7.	Plan tutoring training workshop for May, 1993.
APRIL 1993	8.	Advertise dates of the training workshop in county newspapers and send public service announcements to local radio stations.
	9.	Send information packets to prospective tutors.
MAY 1993	10.	Hold tutor training workshop.
JUNE 1993	11.	Hold recognition event for tutors and publicize.
JUNE-SEPT. 1993	12.	Plan and carry out a second public relations campaign geared to potential tutors.
	13.	Hold a second tutoring training workshop.
	14.	Evaluate success of volunteer recruitment throughout grant period.

OBJECTIVE 3: RETAIN 70% OF EXISTING TUTORS AND STUDENTS

JANUARY 1993	1.	Send out to all students and tutors a survey concerning what types of additional

		training or services the Literacy Council can provide program participants.
	2.	Schedule a conference for tutors. Contact speakers and send out invitations.
FEBRUARY 1993	3.	Hold conference for tutors.
	4.	Buy T.V. and VCR to support work with students. House equipment at the Pottsville Free Public Library.
AUGUST 1993	5.	Plan second conference for tutors.
SEPT. 1993	6.	Hold conference for tutors.
DEC.-SEPT. 1993	7.	Provide follow-up on all tutor-student matches.
	8.	Provide monthly contact to all pairs and document.

OBJECTIVE 4: UPDATE COLLECTIONS OF LITERACY MATERIALS IN AREA PUBLIC LIBRARIES FOR THE NEWLY LITERATE READERS.

JANUARY 1993	1.	Order books for county libraries for low-level high interest readers.
FEBRUARY 1993	2.	Stock books in libraries.
	3.	Prepare a listing of all titles for students and tutors.
MARCH 1993	4.	Distribute the listing to all students and tutors.
SEPT. 1993	5.	Survey all students and tutors to see how often they have used the new materials and if they have been helpful.

2. The Council agrees to submit monthly progress reports and monthly expenditure reports to the Library during the period of the contract.

3. The Library agrees to pay the Council $9,856 over the next twelve months for the Council's services to cover the services outlined above from October, 1992 through September 30, 1993.

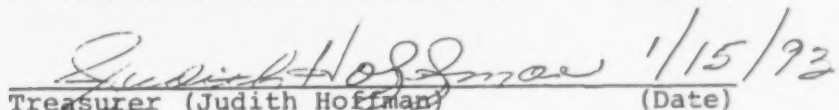
4. The Council agrees to work closely with the Library in developing the promotional materials for the campaigns.

5. The Council agrees to submit all purchase orders through the Library for all promotional materials developed.

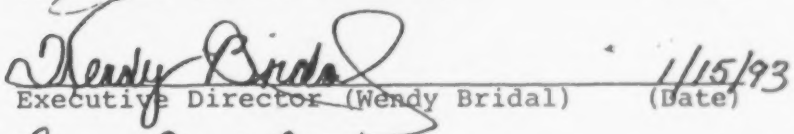
IN WITNESS WHEREOF, the parties have set their signatures.

LITERACY COUNCIL FOR SCHUYLKILL ~~COUNTY~~, INC.

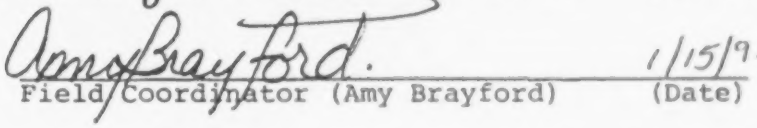
President (Kurt K. Kovalovich) (Date) 011593



Treasurer (Judith Hoffman) (Date) 1/15/93

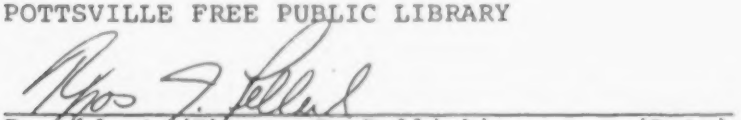


Executive Director (Wendy Bridal) (Date) 1/15/93



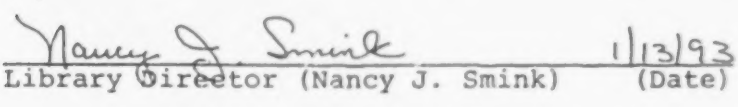
Field Coordinator (Amy Brayford) (Date) 1/15/93

POTTSVILLE FREE PUBLIC LIBRARY



President (Thomas J. Pellish) (Date)

Treasurer (George Gebhardt) (Date) 1-18-93



Library Director (Nancy J. Smink) (Date) 1/13/93

I

Literary Council's Bibliography of Public Library New Reader Titles

I. TURNING POINT BOOKS—PHOENIX LEARNING RESOURCES

Level 1.8-4.0

Caves Of No Return-pp.96, multi-photos, Level 3.3
Young cave explorers encounter trouble in a cave and are challenged to rescue and transport a comrade to medical help.

Hummer's Lucky Day-pp.48, multi-photos, Level 1.8
Youths engaged in petty gambling which leads to conflict, injury and a near-tragedy.

The Magic Arm-pp.32, multi-photos, Level 3.2
A teen baseball pitcher thinks his "magic arm" is more important than going to college or getting a decent job. Carlos is pulled many ways by friend and family. Who's voice matters?

Night At Red Mesa-pp.148, multi-illustra., Level 3.0
Told of a Navajo Indian legend by his gramps, Johnnie soon thought he was dreaming the story. Later, he found himself at the top of Red Mesa thinking he had to risk his own life.

IA. CONTEMPORARY STORIES FOR PARENTING (LEVEL 1-3) *

With Comptemporary's new six-book parenting series, learners reading at the 1-3 level will discover and discuss a variety of real-life concerns:

Why Does Baby Cry? - discusses possible causes and how parents can confort the crying child as well as themselves.

Angry Feelings - covers constructive ways to deal with anger.

Johnson And Son - presents a father fostering a sense of racial pride in his son and helping the child understand that gifts don't have to be expensive to be valued.

Making It Right- examines various kinds of accidents that can happen daily from both the parents' and the children's perspectives.

Reading Together - explores the importance and joy of family literacy.

Changes And Choices - focuses on giving children freedom to learn by doing.

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II. STECT-VAUGHN CLASSROOM LIBRARY-Levels 2-4
(Interest Levels 6-12)
THE "GREAT" STORIES COLLECTION pp.94 - many illustra. and comprehension quizzes

A Dozen Great Adventures—— One is "Six Men Sail the Pacific on a Raft;" Another is "The Kon Tiki".

A Dozen Great Firsts——One is "Apollo 11 Sends Men to the Moon"; another is "Running For The Gold."

A Dozen Great Challenges——"A Man Skies Down Mt. Everest"; another is "Exploring Challenger Deep".

A Dozen Great Heros——One is "Mother Theresa Brings A Message of Hope"; another is "Doctor For The Poor."

A Dozen Great Disasters——One is "An Iceberg Sinks Titanic, Hundreds Die At Sea"; another is "A City in Ruins".

A Dozen Great Rescue—— One is "Plane Crash Survivors Are Pulled From Icy River"; another is "Trapped In A Well".

A Dozen Great Escapes——One is "Two Families Escape East Germany In A Balloon"; another is "Tumbling Through The Sky".

A Dozen Great Mysteries——One is "Bigfoot, Fact or Fiction"; another is "An Island of Giants".

III. SUNDOWN BOOKS—PLEASURE READING—LEVEL 3

Along the Goldrush Trail-pp.112, illustra.
A young farmer hears the call of the golden west and leaves home in Vermont for the 1849 California gold rush, finding duty and danger along the trail. Loses a friend and gains another.

Ben's Gift-pp. 63, illustra. - Level 3
Ben has cerebral palsy and until age 37 was cared for by his mother. With her death, he must learn to make a life of his own. Strangers respect his independence but Ben's brother is different.

Lady in Pink-pp.72, illustra.
Bonnie is a hospital housekeeper with a sickly husband. A tragic accident brings her a new friend who teaches her she must do more with her life.

Bride in Pink-pp.95, illustra.
Bonnie now works at a hospital as a child counselor. When a broken leg forces her and Ken to postpone their wedding plans, it's her first "bad break" of many. A sequel to "Lady in Pink".

Better Off Without Me-pp.80, illustra.
A frazzled homemaker and mother is tired all the time. A trip to Florida would do her good but she has something else in mind. A realistic story of clinical depression.

Burned Barrel-pp.103, illustra.
Harry is a Vietnam Vet who finds a dead body in the men's room. Soon he will confront the killer and face a painful choice between betrayal and personal sacrifice.

Birthday Boy-pp.64, illustra.
For a school dropout and food plant worker, boxing offers a chance at money and fame, so long as Jackson can keep winning.

In And Out The Windows-pp.79, illustra.
Highschooler Kit Ferras was always an outgoing person. Now she hears imaginary voices. She thinks her father is a spy sent to kill her. Those close to her are afraid Kit might be on drugs. No one guesses the truth early—teen schizophrenia.

Don't Sell Me Short-pp.79, illustra.
Richard was a loser in school and in the army. Now on his own and working at a nursing home, he meets Mary Paris and that changes both their lives for the better.

A Dream With Storms-pp.64, illustra.
Rosa used to be a migrant worker but husband Juan can now support her. She wants to return to school to become a teacher's aide, but Juan's pride is just the first storm she faces in fulfilling her dream.

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Happy Hour-pp.64, illustra.
During "Happy Hour" at the corner bar, you will find Eddie, a young man with a wife, a son and a good job. Alas, also a powerful thirst for alcohol; but with help from AA he comes to terms with it.

Just Once-pp.61, illustra.
Cora has a hard-working husband, Sam, who does his best to support her and their son. Sam gets drunk and vents his anger on Cora's person——she worries, "What if he hurts their baby? Does a battered wife have a choice?

The Freedom Side-pp.70, illustra.
Slave Becky, in pre-Civil War America, wants to escape to Canada and freedom. Can she trust the white man to help her, or should she heed her Gregory, who doesn't trust him?

Last Chance For Freedom-pp.112, illustra.
Slave Gregory wants to escape to Canada and join Becky. Once on the underground railroad, he finds other paths to freedom. He could fight for all slaves or take his own last chance——a sequel to The Freedom Side.

Let Nobody Turn Me 'Round-pp.80, illustra.
In 1961, an Alabama black man gets on a bus and first notices black and white riders seated side-by-side. He asks himself, "What is going on?" The answer he finds about the fight for black voting rights changes his life.

Love Letters-pp.72, illustra.
Alice met a sailor once but he could become the love of her life. He is back at sea and she must write or lose him. Can she write Randy with the help of another man?

Nobody Wants Annie-pp.71, illustra.
She has no work experience and her manner makes people uneasy. At last, she finds a boss who likes her as she is, working with problem children. Annie learns that love demands even more when she is framed for theft.

A New Life-pp.64, illustra.
A winter outing become a dangerous adventure for two young people. Isolated, they face crisis decisions that will force them to choose between safety and a new life.

Night On 'Gator Creek-pp.80, illustra.
Mattie and his gramps love to camp and fish at the Creek. Though fearful, gramp always goes along. Neither expects what will happen on one fateful outing and test Mattie's courage.

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That Man-pp.80, illustra.
Sixty-ish Belle won a Florida train trip and her boyfriend Judd comes along. Unknown to them, someone dangerous is traveling with them, leading them into a mystery that points to a dark stranger. One comes out a hero.

The Other Side Of Yellow-pp.63, illustra.
Did Brad drive through a yellow or red traffic light. Whichever, a youngster is dead and Brad will somehow have to pay society for that mistake.

The Care Of Millie-pp.64, illustra.
When unassertive Millie is widowed, her daughter and son want to move in with her. How can she make a life for herself when everyone wants to take care of her?

Chacho-pp.96, illustra., Level 4
The life and adventures of a Hispanic goat herder, living the outdoor life in torrid Mexican desert. Tells how he treats his sister and seeks control of the family ranch.

Barrio Ghosts-pp. 79, illustra., Level 4
Five short stories of the life of Hispanics in the barrios (living districts) in large American cities.

Between Classes-pp.32, illustra., Level 2.4
The social lives and activities of youth in a high school.

The Chimp Who Makes Good Pictures-pp.48, many photos, Level 2.7
A true story of a chimpanzee living with a human family which expresses his personality and creativity in brush painting. Alfred becomes famous and loves to have people see his work.

Three Old/New Tales-pp.48, many photos, Level 3.1/3.5/4.0
Three fictional tales of young people and their friends.

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IV. PHOENIX LEARNING RESOURCES EVERYREADERS-Level 4

Ben Hur-pp. 138, illustrations
One small province of imperial Rome in the time of Christ. A young Jew, Ben Hur, born to a privileged position, is racing. A mishap leads him to a slave in a galley. Heroic deeds to his freedom. He encounters the inspiration of Christ in the Holy Land and his life is changed forever. As a chariot racer, he at last confronts his mortal enemy.

Bob, Son of Battle-pp.154-illustra.
The scene is northern Scotland, land of sheep and the dogs that tend them. The saga of Bob and his life against the many trials that test man and dog in this hard struggle.

The Call of the Wild-pp. 122, illustra.
Buck, a big hybrid dog is taken to Alaska at the time of the 1890s gold rush. A masterful tale of an animal's struggle and survival in the harsh climate and rough and tumble life of the gold prospecting days and the triumph of an animal's instincts.

The Gold Bug Collection-pp.119, illustra.-Level 5
Three short tales of mystery by the noted E.A. Poe, including the famous "Murders in the Rue Morgue"; also the story of a code to decipher a map and find a buried treasure. The cream of this 19th century novelist.

Greek and Roman Gods-pp.138, illustra.
Born of the age where superstition and vivid imagination flourished and astrology took its inspiration. Ageless tales and parables like "Pandora's Box" and "The Golden Fleece", with messages that ring true even today.

Kidnapped-pp.122, illustra.
An English lad's tale after his kidnapping is planned by a scheming uncle and how he survives and is returned to his family.

King Arthur and His Knights-pp.122, illustra.
The timeless tale of the Round Table, the sword Excalibur which chose Arthur as king, and the trials of Sir Galahad in search of the Holy Grail.

Men of Iron-pp.136, illustra.
When English knighthood was in its flower during the rule of King Henry IV. The deeds of a knight in service of his king are finally rewarded.

Indian Paint-pp.138, illustra.
The saga of a tribe of plains Indian and the role of a young brave and his horse in the life and success of the tribe.

The Robin Hood Series-pp. 153, illustra.
The many adventures of Robin Hood and his merry band hiding in Sherwood Forest in the struggle for justice with the corrupt sheriff of Nottingham.

The Silver Skates-pp. 106, illustra.
The story of a Dutch lad and his ice skates that lead him to prepare for a big skating race and the happy things all of this brings to him and inspire him to become a doctor.

Tale of Two Cities-pp. 151, illustra.
The matchless story based on the bloody French Revolution of how Londoners come to the aid of helpless Frenchmen of Paris caught up in the frenzy of the common peoples' revenge.

Treasure Island-pp.138, illustra.
The classic adventure of a English lad caught up in the times of reckless sea pirates and their hunt for a buried treasure.

The Trojan War-pp.122, illustra.
The fabled wars between the Trojans and other Greek tribes and the role played by some great figures of Greek history including the fable of the Wooden Horse of the Trojans.

Cases of Sherlock Holmes-pp.118, illustra.
Five of the best mysteries by the fictional English detective using his remarkable powers of observation, deduction, and intuition to solve mysteries that baffle the police.

Wild Animals I Have Known-pp.138, illustra.
Seven short tales of the lives of several animals close to mankind from canines to horses, including the story of a yellow dog.

Comprehension Checks For Phoenix Readers
Ten-part quizzes for entire series starting with Ben Hur.
(Answer tables are provided at text end.)

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V. PRACTICAL LIVING TEXTS

Studying For Your Driver's License-pp.64, Level 5
For use along with a state's driving manual, this book will help low-level readers pass the oral and written tests for a license.

The Working Experience-pp. 79, photos and quizzes
Talks plainly about the many aspects of job hunting, where to look, learning the new job, getting ahead in it for a better life, being accepted and helping people.

Kaleidoscope (A)-avg. 20 pages each, sketches, Level 1-2
Eight short, short stories on living.

Fitting In-avg. 30 pages each, sketches, Level 2
Eight short stories on various ethnic immigrants and the dynamics of their fitting into the dominant American culture.

VI. NEW READER PRESS-READING TEXTS FOR ESL STUDENTS

I. THE WORKING EXPERIENCE 1 - LOW-BEGINNING LEVEL
II. THE WORKING EXPERIENCE 2 - HIGH-BEGINNING LEVEL
III. THE WORKING EXPERIENCE 3 - LOW-ITERMEDIATE LEVEL

Central to each is a short selection on the work theme. Stories of adult ESL students telling of own work experiences in their native countries and in the U.S.A. Story teller's voices can be heard in selections.

PHOENIX LEARNING RESOURSES (Turning Point Books)

Midnight Auto-pp. 96, Multi-photo, Level 2.3
City youths have problems with keeping their autos in one piece on city streets away from the parts cannibals. Some guys join forces to take on the Midnight Auto stripping gang.

Turning Pages-pp.32, Multi-photos, Level 2.1-2.6
Four short tales of teeners.

Phantom Cycle-pp.32, Multi-photo, Level 2.2
Teener Carol has a secret admirer who goes by her home at night on his motorcycle and she wants to find out who and why.

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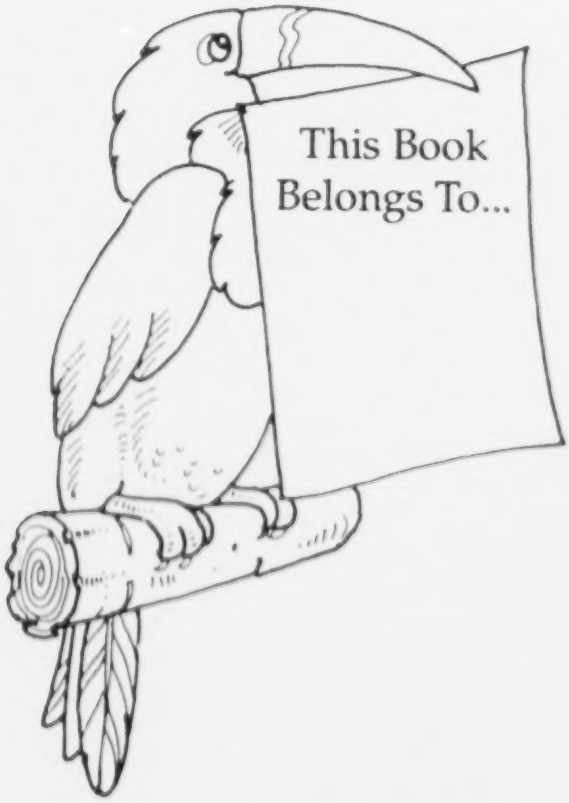
While I Color the Pictures

You Can Help Me Read the Words

The Literacy Council for
Schuylkill County, Inc.

The contents of this book were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



A

Apple

B

Book

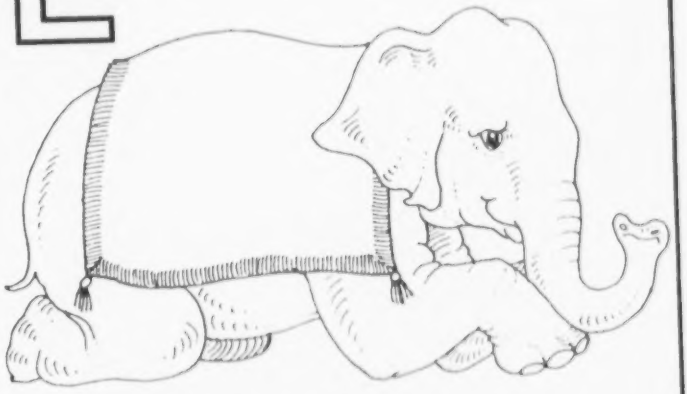
C

Clown

D

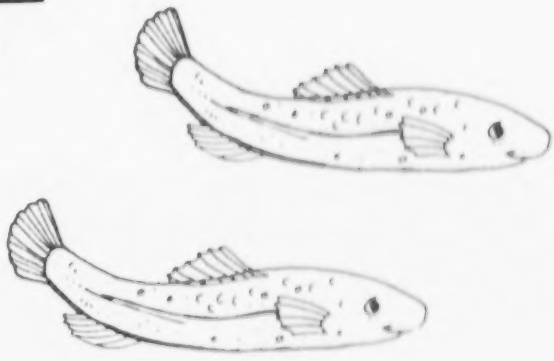
Dog

E



Elephant

F

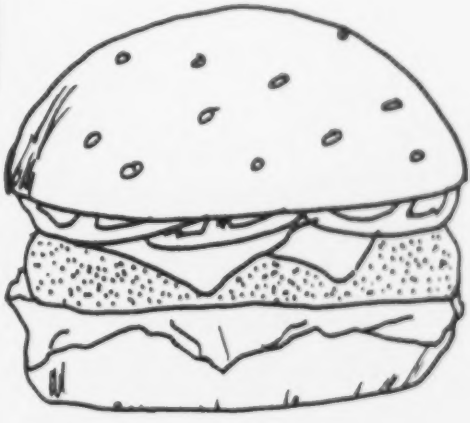


Fish

G

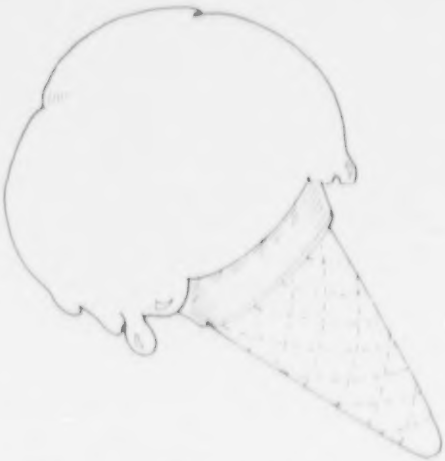
Gloves

H



Hamburger

I



Ice Cream

J

Jellybeans

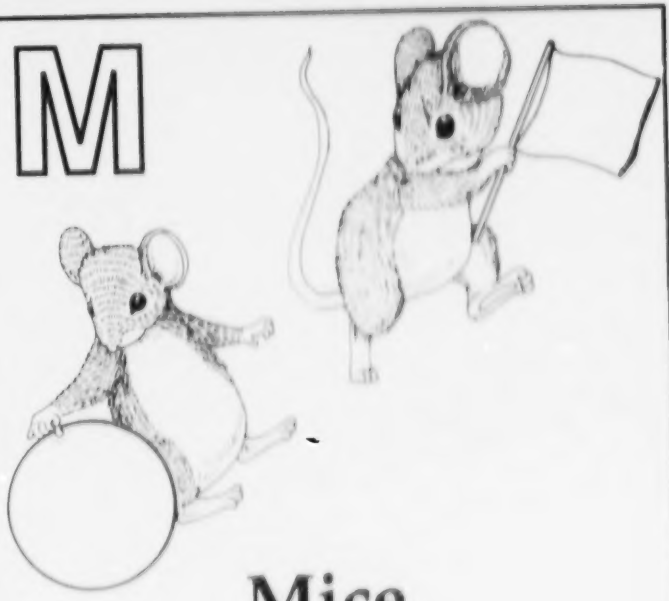
K

Kitten

L

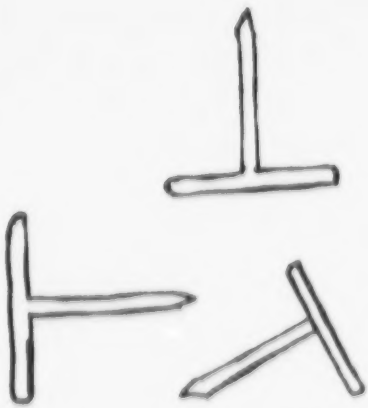
Lights

M



Mice

N



Nails

O

Owl

P

Pig

Q

Queen

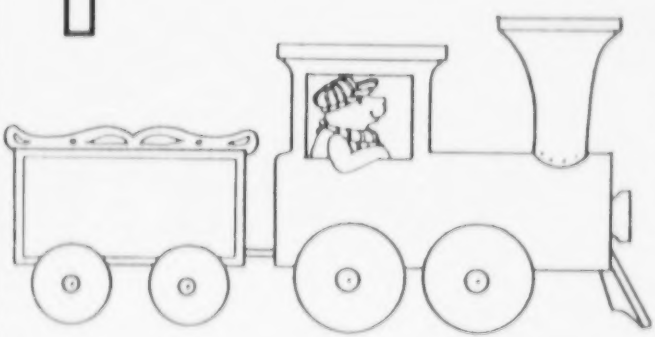
R

Racoon

S

Stars

T



 Train

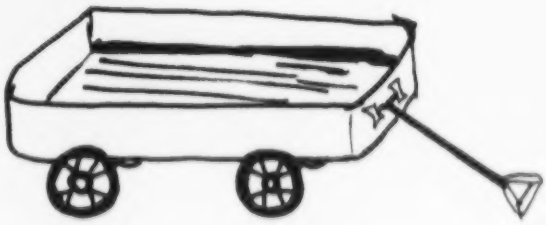
U

Umbrella

V

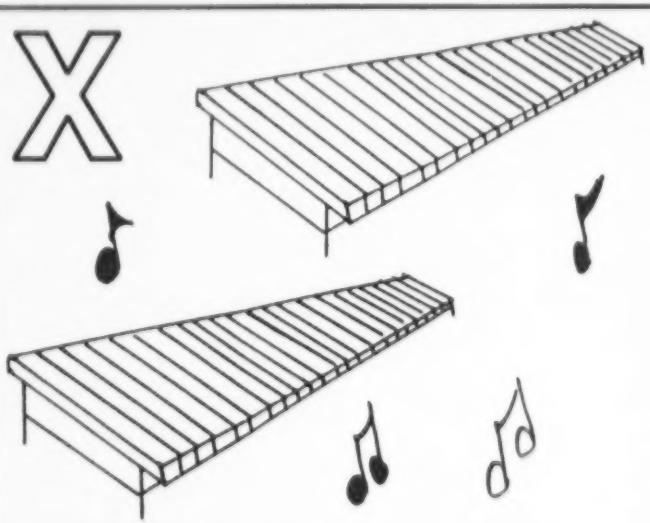
Violin

W



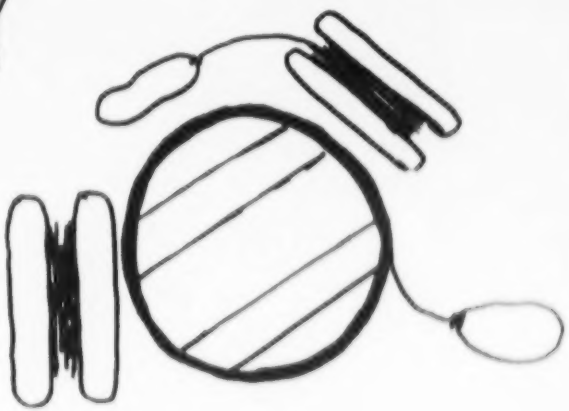
Wagon

X



Xylophones

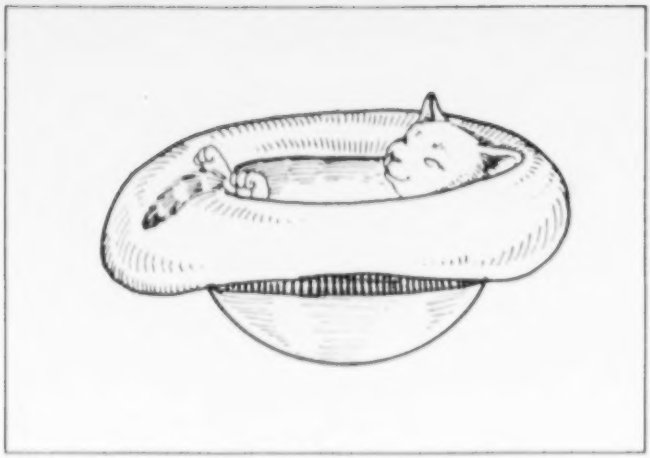
Y



Yo-Yos

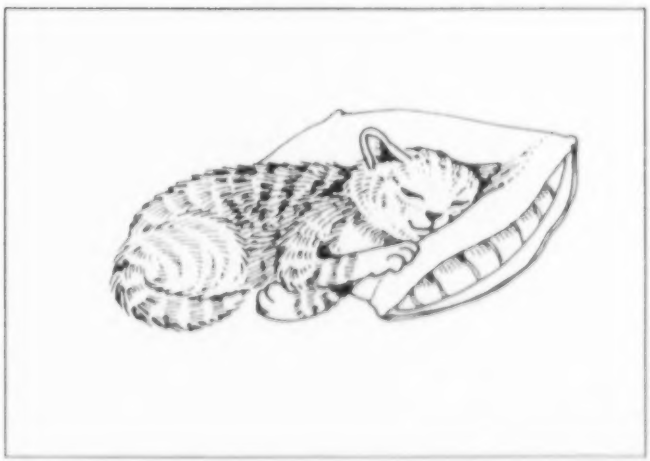
Z

Zebra



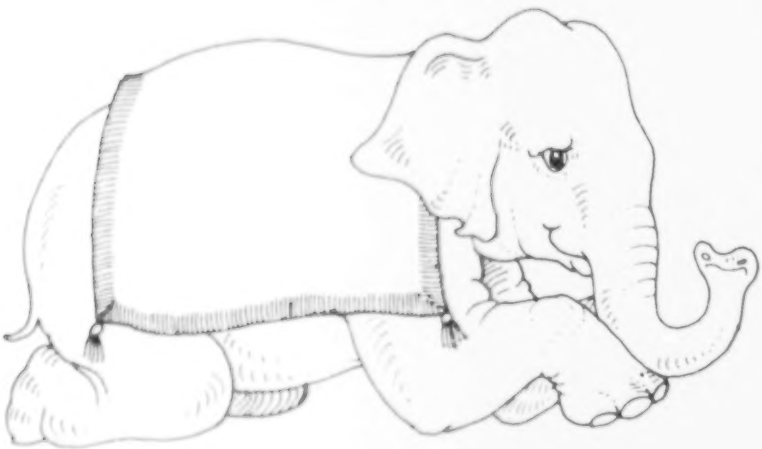
For Information about receiving help or becoming a volunteer contact:

The Literacy Council
for Schuylkill County, Inc.
118 East Norwegian St.
Pottsville, PA 17901
(717) 622-1995



Special thanks to the Susquehanna Valley Volunteer Literacy Council.

The Animal Book for Counting and Coloring Fun!!!



The Literacy Council for Schuylkill County, Inc.
118 East Norwegian St. •• Pottsville, PA 17901

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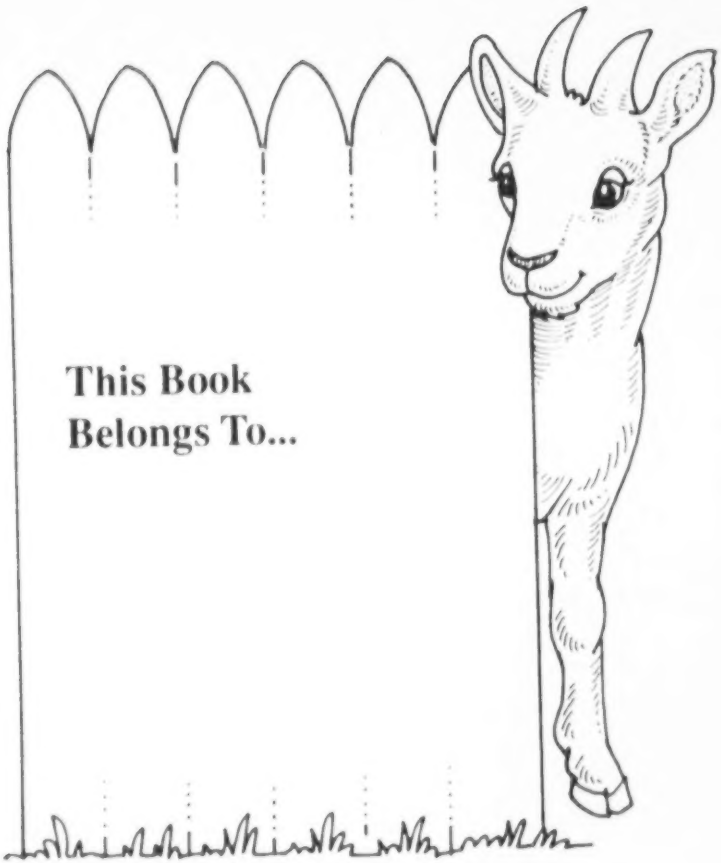
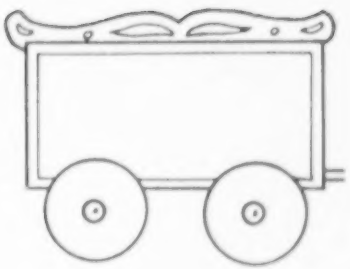

This Book
Belongs To...

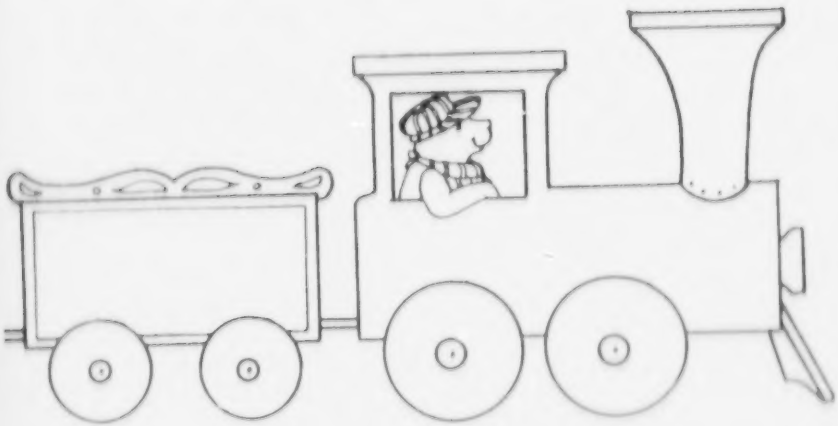
1

One
friendly
teddy bear
is driving
through
the town.



One

One



1

2

Two

Two

Two pretty white ducks are swimming up and down.

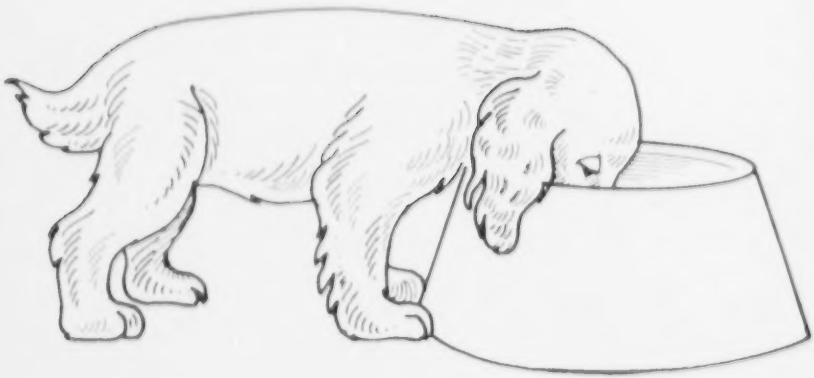
2

3

Three
happy
dogs are
eating
lunch.

Three

Three



3

4

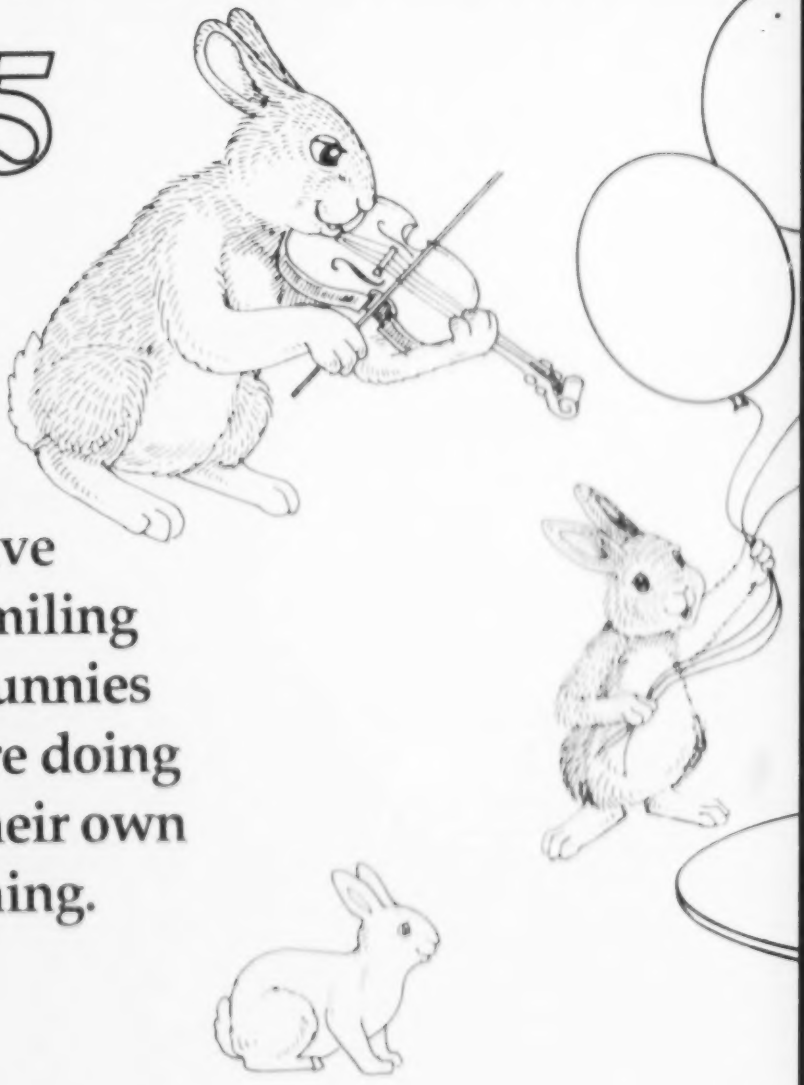
Four

Four

Four chilly penguins are sliding on the ice.

4

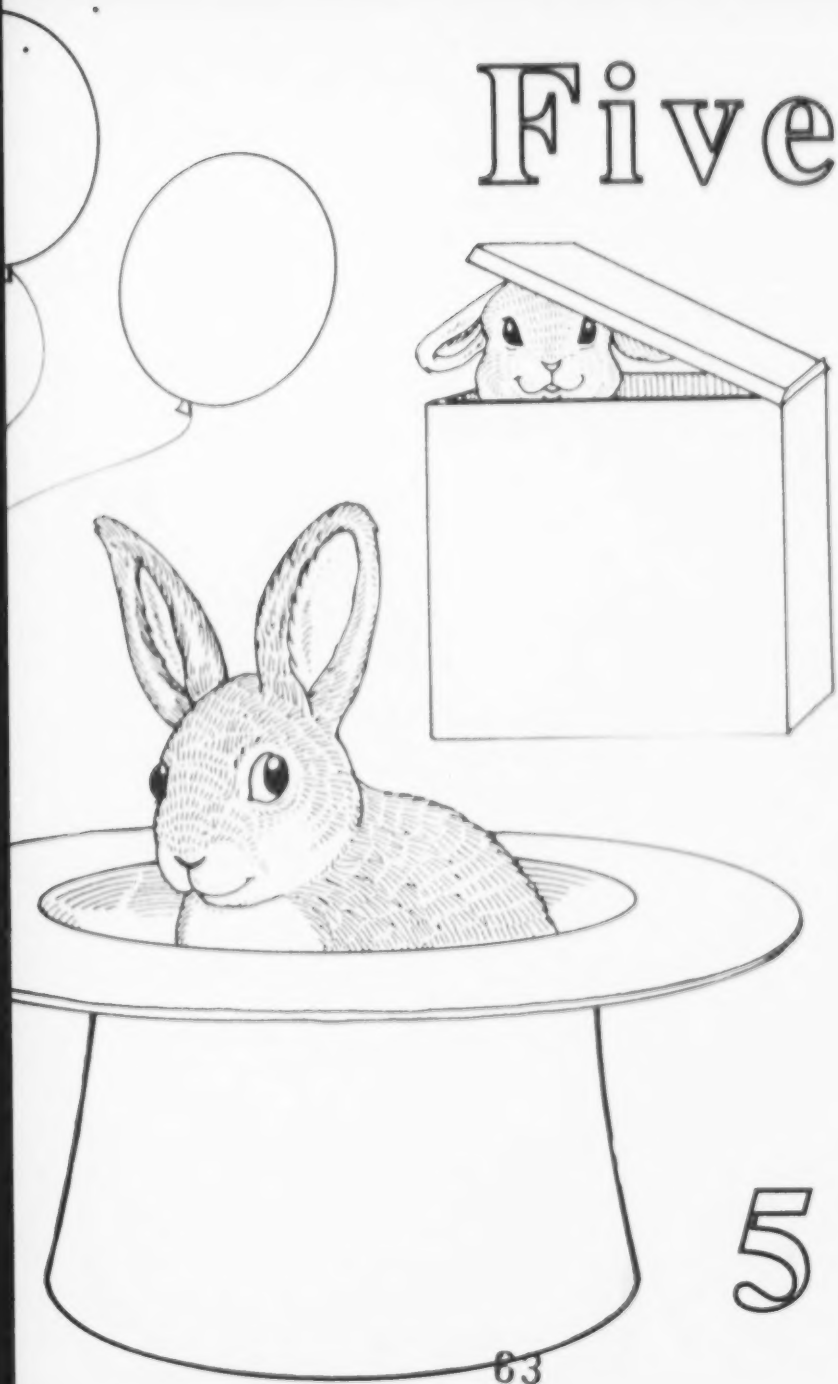
5



Five smiling bunnies are doing their own thing.

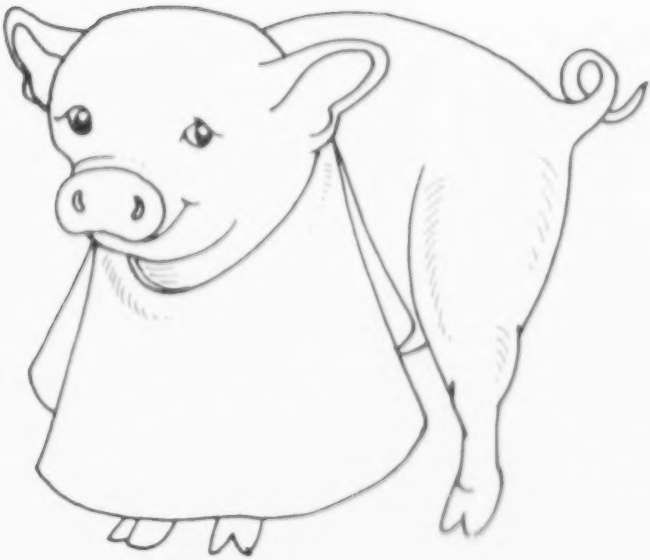
Five

Five



5

6



Six

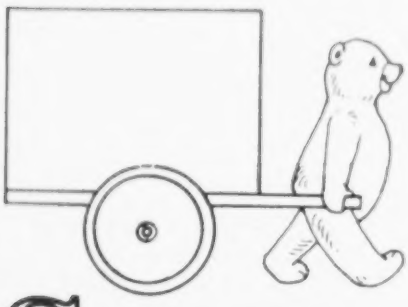
Six

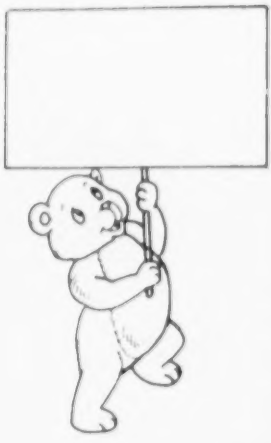
Six happy pigs are going to dance and sing.

6

7

Seven teddy bears are waiting for a friend.



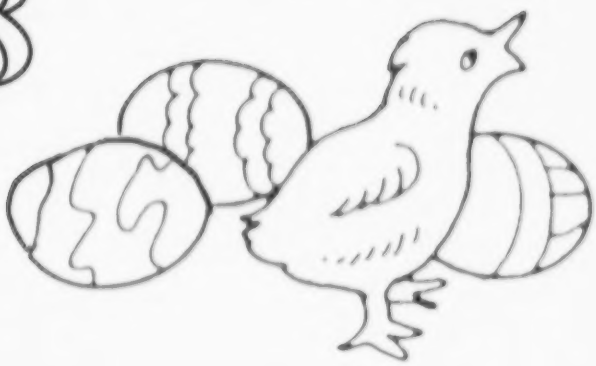


Seven

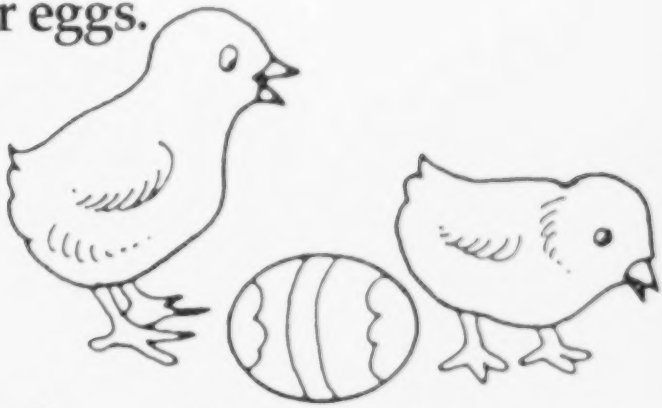
Seven

7

8

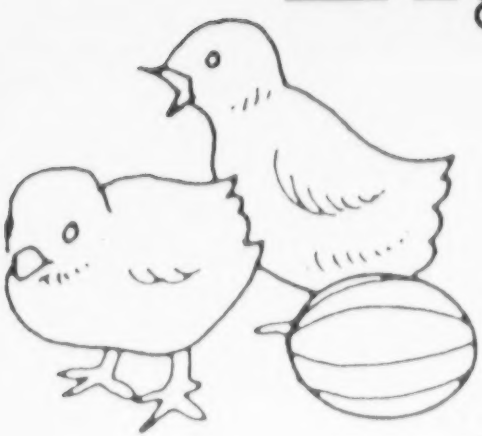


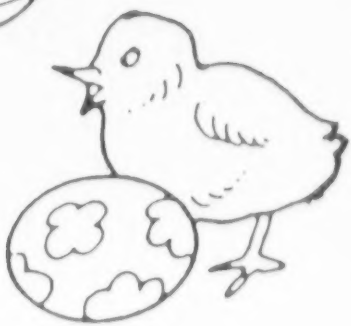
Eight
birds sing
as they
watch
their eggs.

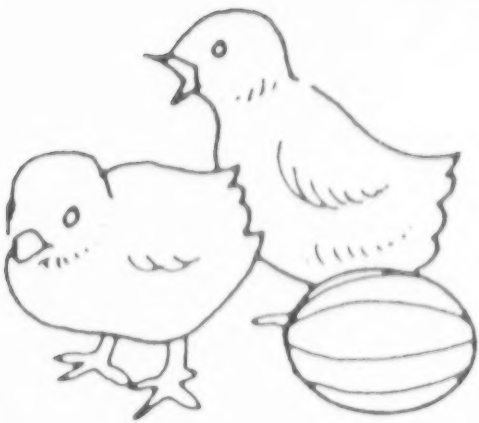


Eight

Eight







8

9

Nine

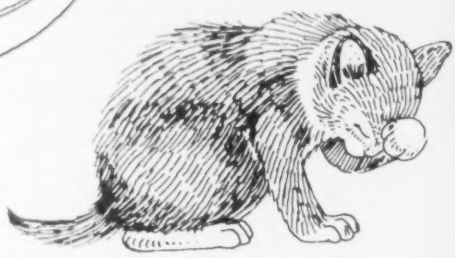
Nine

Nine mice
smile as
they read
and play.

9

10

Ten happy cats play games to pass the day.

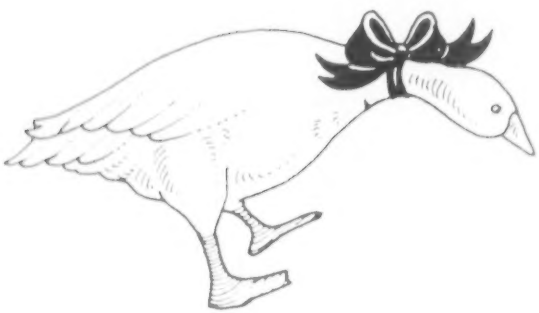


Ten

Ten
10

For Information about receiving help or becoming a volunteer contact:

The Literacy Council
for Schuylkill County, Inc.
118 East Norwegian St.
Pottsville, PA 17901
(717) 622-1995



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